

CHAPTER I

INTRODUCTION

A. Background of the Study

Learner has a particular style or strategy to study. Each student has different way to get experience of study in the class. But in the school, the design of English lesson almost uncovers the students' needs. The learners have three styles to understand the material; there are visual learner, auditory learner and kinesthetic learner. The facts showed that teachers see them as auditory type of learner. They just listen from the beginning until the end of lesson. It causes student bored, not active and cannot explore more experiences.

In teaching learning process, the teacher must cover all students' learning style. Although they have different style and strategy, teacher must use appropriate teaching method. The teacher should adjust the students' needs using right method. Method is how the teacher plans for the orderly teach of language material. And also method can provide students' learning style and strategy. So, the teacher must select what method that is appropriate for students.

Meanwhile English has more than one skill, such as listening, speaking, reading and writing. The teacher must cover students' skills in English language during the process. There are many methods in teaching learning process, such as: Direct Method (DM), Total Physical Respond (TPR), Communicative Language Teaching (CLT), Discussion, etc.

Based on the regulation of *Permendikbud no. 81A tahun 2013* teaching is a process of students developing their potencies and teacher gives experiences for them. Teaching process uses scientific approach is “a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge”. (http://en.wikipedia.org/wiki/scientific_method). To support learning process teacher has a role as facilitator. It means move on to student-centered. It is called inquiry-based learning in teaching learning process. It means that a pedagogy which best enables students to have experiences in the process of building knowledge and the key attributes are learning stimulated by inquiry, a student-centered approach, a move to self-directed learning and an active approach to learning.

Inquiry-based learning provides for students to emphasize skills they will need all their lives. According to Kuhne in Branch (2004: 1) “using inquiry based learning with students can help them become more creative, more positive and more independent”. The other reason to apply inquiry-based learning is to provide time for students to reflect their learning, formulate their problem solve to increase critical thinking and students become responsible with their duty.

Inquiry-based learning is applied at SMA N 1 Boyolali to help students understand the material easily and make them have more encouraged to explore their knowledge. From the explanation of English teacher in SMA N 1 Boyolali, Inquiry-based Learning has some advantages, such as: making

students curious of the issue given by teacher. It supports teaching learning English more interactive and student centered. Inquiry-based learning makes the students enthusiasm to share their argument, so the condition of teaching learning process using Inquiry-based Learning is alive, so decrease students' boredom. Inquiry-based Learning in SMA N 1 Boyolali also makes students' critical, because it encourages each student deliver their argument with their friends.

SMA N 1 Boyolali used inquiry-based learning to develop the average of students' score. The students have high critical thinking, which can be seen from the competition in Central Java. So, Inquiry-based Learning is a method to make students better in learning process in SMA N 1 Boyolali.

Based on this explanation, the researcher will conduct study on **"THE IMPLEMENTATION OF INQUIRY BASED LEARNING IN TEACHING ENGLISH AT SMA N 1 BOYOLALI IN 2013/2014 ACADEMIC YEAR"**

B. Limitation of the Study

The researcher limits this study on the implementation of teaching English using Inquiry-based learning in the second year of SMA N 1 Boyolali 2013/2014 academic year.

C. Problem Statement

Based on the background of the study, the researcher formulates the problem of this study as follows:

1. How is the implementation for teaching English using Inquiry-based learning in *SMA N 1 Boyolali*? This general question is specified into subsidiary research question as follows:
 - a. What are the teaching techniques used in teaching English?
 - b. How is the procedure in teaching English?
2. Is the implementation in line with the principles of Inquiry-based Learning?

D. Objective of the Study

From the problem statement of this study, the research aims to describe as follows:

1. The teaching English using inquiry-based learning at SMA N 1 Boyolali. Especially, to describe:
 - a. The techniques are used in teaching English.
 - b. The procedure in teaching English.
2. The principles of Inquiry-based learning that implements in teaching English

E. Benefit of the Study

In this study, the researcher would like to get both theoretical and practical benefit:

1. Theoretical Benefit

- a. The result of this study can be useful for improving teaching English using Inquiry-based learning.
- b. The result of this research will be enriching references to other researcher that conduct Inquiry-based learning in teaching English.

2. Practical Benefit

- a. The finding of this study will help teacher and learner in teaching learning using Inquiry-based learning more easily.
- b. The finding will help clear understanding in implementing Inquiry-based learning in teaching English.

F. Research Paper Organization

The researcher organizes this research with researcher paper organization. It is divided into five chapters in order to make easier to understand.

Chapter I is introduction. It consists of background of the study, limitation of the study, problem statement, objective of the study, benefit of the study and research paper organization.

Chapter II is underlying theory. It discusses previous study, theoretical review dealing with two concepts; first, teaching English which covers notion of teaching English, and teaching technique. Second is Inquiry-based learning which covers notion of inquiry-based learning, characteristic, procedure of

inquiry-based learning and principles of inquiry-based learning, the strengths and weaknesses inquiry-based learning, role of teacher and students.

Chapter III is research method. It deals with type of research, subject and object, data and data source, data collection technique and data analysis technique.

Chapter IV is result and discussion. The researcher will describe the implementation of Inquiry-based learning in SMA N 1 Boyolali.

Chapter V is conclusion and suggestion. Beside the last part, the researcher presents bibliography, virtual references and appendix.